America's Colonial Foundations
HIS2300

Course Description
Provides an introduction to the major topics of the establishment of British North America, their political economic and social structures, religious and intellectual characteristics and the transition from distant citizens of Great Britain to a new American identity. It will examine changing relationships with Native Americans, development of racial slavery as a labor source, and European cultural influences on the various colonial regions.

Rationale
America’s Colonial Foundations offers students a deeper examination of the American Colonial Period. Knowledge of the development of British Colonial America will provide students with a deeper understanding of the ways in which separate colonies developed in the context of world events and how those events served to create some measure of unity by the mid-eighteenth century.

Prerequisite
None

Measurable Learning Outcomes
A. The student will:
B. Identify major people, influences, and events surrounding the exploration and settlement of British North America
C. Describe the political, economic, religious, and intellectual characteristics of individual colonial settlement and regions from 1607 to 1763
D. Evaluate and analyze primary source documents from American colonial history
E. Identify and evaluate the development of African slavery over the course of the American colonial period
F. Identify and evaluate the changing relationships between Native Americans and British colonists
G. Describe various cultural influences on the specific regions of the British Atlantic colonies
Course Materials

See LUOA’s [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA’s expectation of users’ digital literacy.

Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit education institution, LUOA is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies

The students’ grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages to follow for further details).

- **Lesson**: Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content.
  Typically, a Lesson will be the day-to-day work that a student completes.
• **Assignment**: Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.

• **Quiz**: Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

• **Test**: Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

**Resubmission Policy**

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

• **Lesson**: Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

• **Assignment**: Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

• **Quiz**: Students may NOT resubmit for an increased grade.

• **Test**: Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as computer malfunctioning, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offences, are outlined below:

• **Warning**: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  • **Lessons**: A zero will be assigned for the question only.
• **Elementary/Middle School Assignment:** The student must redo their work. However, they may retain their original grade.

• **1st Offense:**
  
  • **Lesson, Quiz, or Test:** The student will receive a zero on the entire assessment.
  
  • **Assignment:** The student will either:
    
    • Receive a 0% on the original assignment
    • Complete the Plagiarism Workshop
    • Retry the assignment for a max grade of 80%

• **2nd Offense:** The student will receive a zero and be placed on Academic Probation.

• **3rd Offense:** The student will receive a zero and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
America’s Colonial Foundations

Module 1: Exploration and Early Settlements
Section 1: Exploration and First Contact
Section 2: First Settlements
Section 3: Colonial Expansion

Module 2: Finishing Out Colonization
Section 4: The “News”
Section 5: Settling the Southern Colonies

Module 3: Colonial Growth, Society, and Culture
To Section 6: Colonial American Economy and Labor
Section 7: Colonial Society
Section 8: Law and Order in Colonial America

Module 4: Enlightenment and Religion
Section 9: Colonial Religion
Section 10: The Great Awakening
Section 11: Colonial Education

Module 5: From British to American
Section 12: The Backcountry and Mother England
Section 13: Becoming Americans